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ABSTRACT

One of the main emphases of the Tri-District Outdoor Education Project, funded under Title III of the Elementary and Secondary Education Act, was the development of a resident outdoor education program for both elementary and secondary students. This report includes the various procedural phases of their program development such as facility selection, financial procedures, and staffing, as well as pre-camp and post-camp followup activities. The appendix includes sources of activities, schedule samples, and sample forms used at the camp. (LS)

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RESIDENT OUTDOOR EDUCATION

POLICIES, PROCEDURES, AND PLANNING

RC004409

TRI-DISTRICT OUTDOOR EDUCATION
885 EVENING STREET
WORTHINGTON, OHIO 43085

1969

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PREFACE

One of the main emphases of the Tri-District Outdoor Education Title III ESEA Project is the development of a resident outdoor education program for both elementary and secondary students. The first priority, land laboratory development, offers the opportunity for teachers and students to work in the out-of-doors at all grade levels and in a readily accessible facility.

In this project, land laboratory development is emphasized for the principal reason that: "unless teachers are aware of and making use of the potential for outdoor education existing on their own school grounds they are not likely to make effective use of special facilities elsewhere."

The accessibility of the school land lab provides the teacher with the incentive and opportunity to introduce outdoor skills and techniques to her class. The real and practical problems that are encountered at the camp facility during the resident outdoor education program provide the students with the opportunity to apply more extensively those techniques, skills, and knowledge gained in the land laboratory.

One additional feature that is found in the resident setting that cannot be found in the school building concerns the sociological development of the child. The environment of group living that exists in the camp setting simulates, in a concentrated manner, the social conditions of the real world. Students become more aware of individual and group responsibilities as they plan and conduct activities at camp over an extended period of time.

This manual was prepared to assist the teacher and others concerned with the planning and conducting of a successful and enjoyable resident outdoor education experience.

Special recognition and a note of thanks is given to those teachers and administrators who gave of their time and talents to assist in the development of this manual.

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I. WHY RESIDENT OUTDOOR EDUCATION ? ?

Using the following prime factors supporting a resident outdoor education experience and other more individual reasons, the teachers and students who will be participating in the camping venture should identify their own objectives.

A. Improved Relationships between teacher and students and among students through eating, sleeping, working, and playing together for an extended period of time. Especially effective during the autumn season when school is just beginning and students and teachers are new to each other.

B. Extended Block of Time for discovering and building concepts.

C. Real Life Situations are used to which the theory of the classroom can be applied.

D. Problem Solving requires the student to become involved in purposeful planning and successful execution of the plan in order to achieve a worthy goal.

E. Thrill of Discovery enjoyed by the students makes learning a pleasant experience. Things discussed in the classroom or seen in a movie become more meaningful and exciting when actually encountered in the real world.

F. Culminating Activity toward which pupils can work is offered through the resident experience.

G. Cohesiveness and Unity of Spirit is a positive value that results when individuals are working toward a common goal.

H. Students Must Assume Real Responsibility. Other people are dependent upon how well an individual accepts this responsibility when he sets the table and serves the food at meal time. He is more responsible to himself when he tackles his personal care chores like making his bed, and picking up his clothes.

J. Direct Experience and First-hand Observation makes all that which is taught become more real and meaningful to the learner.*

II. SEQUENTIAL DEVELOPMENT OF OUTDOOR EDUCATION ACTIVITY

The opportunity for conducting resident outdoor education programs should be available to any teacher within the Tri-District Outdoor Education Project. However, in order to establish some continuity in the over-all program, a special effort will be made to comply with the schedule shown below. It should be noted that the sequence of activities is accumulative. For example, the sixth grade students are not limited in their activity to a 5-day resident experience. The use by sixth grade students of metropolitan parks, land labs, and school grounds will occur not only in addition to the resident experience but as a necessary prerequisite to the experience.

*Source: *Teaching in the Outdoors*, Hammerman and Hammerman, 1964

Grades	Area of Outdoor Education Activity
K - 3	Activity limited to school grounds and other facilities within the single school district.
4	Activity area expanded to include the Columbus Metropolitan Parks, City Parks, and school grounds in other school districts within the Tri-District program.
5	At least one all-day experience that would include an introduction to some of the activities essential to resident camping; such as cooking, overnight camping, fire building, use of special equipment. Stay within the Northern Franklin County area.
6	Five days in residence at a facility in the Central Ohio area within a radius of approximately 50 miles from the school.
7 - 12	Three to five days in residence for intensive study of a special area. This could include trip camping within the State of Ohio.

Specific reference will be made in the text of this manual to the sixth grade resident experience. However, it should be noted that policies and procedures will apply generally to all grade levels taking part in the resident program.

Some factors identifying sixth grade students as those best suited for resident camping are;

1. This is usually the last grade level when classes are sill operating independently from the school day scheduling structure as commonly found in the secondary schools.

2. Most mature of the elementary students.

3. Academic skills attained by this grade level are sufficient to allow good participation in small group, self controlled activity.

4. Students can have the opportunity to become acquainted with students from other schools with whom they will be attending seventh grade next year.

5. Sixth grade is the third step in the developmental progression of resident outdoor education activity. They have worked up to this experience through short outdoor sessions at the fourth grade and all-day sessions at the fifth grade.

III. THE PLAN FOR INTRODUCING SIXTH GRADE RESIDENT OUTDOOR EDUCATION INTO THE SCHOOL CURRICULUM

A. Pilot Phase

During the school year 67-68 pilot resident programs were conducted. The mechanics of organization and program planning were initially developed and just over 200 students participated in the actual experience. One fifth-grade class from Westerville and six sixth-grade classes from Worthington took part. The sixth grade classes from one elementary school in Grandview participated in day camp sessions as a prelude to camping during the next year and to gain experience among the teaching staff.

B. Demonstration Phase

More sixth grade students will be involved in resident outdoor education during the school year 1968-69. The number of teachers participating will increase substantially to better prepare the total sixth grade teaching staff for the operational stage.

C. Operation Phase

This last step in the introduction of resident outdoor education will involve all sixth grade students from all three school districts participating in the resident program during 1969-70.

Three days is set as the minimum number for a reasonable educationally productive session. Five days duration for all camp sessions will be the ultimate goal for the operational phase and should be attained in the following year 1970-71.

CAMPING AT ANYTIME OF THE YEAR

One sixth grade class will take part in a camping session only once during a school year. This session may be conducted at any time through the year--autumn, winter, or spring. There are definite advantages to each of the three seasons and the initial choice will be up to the teacher.

A. Autumn Camping

In addition to seasonal aspects involving the natural environment, autumn camping offers the opportunity for teachers and students to become better acquainted in a shorter period of time. The informal atmosphere of the camp setting gives the teacher a chance to observe the student in an environment and under conditions much different from those of the classroom. Academically the students can identify problems that will suggest study opportunities for the coming school year.

B. Winter Camping

The most outstanding feature of winter camping is the extremely unique natural conditions that prevail during this relatively short season. The weather conditions of winter with the accompanying ice and snow offer educational opportunities that are available for only a limited time.

C. Spring Camping

This season is particularly impressive to most individuals. The color and beauty of the spring flowers, the leafing out of the trees, together with the generally more comfortable weather conditions make spring camping the selection of many teachers. The academic emphasis during the Spring might be on the real application of the theories that were discussed in the classroom during the preceding school year.

IV. SELECTION OF FACILITIES

A. Facilities are surveyed and selected according to the following criteria:

1. Academic

   a. This is pre-determined by the emphasis of the program or the objectives of the teachers involved. Each facility has something unique to offer for study and careful consideration must be given to availability of appropriate resources that would contribute the most to the program.

   b. The camp area should be large enough to accommodate the number of students anticipated. Study groups should not be so close together or crossing each other's paths to the extent that learning processes are interrupted and ineffective.

2. Health and Safety

   a. Eating facilities--clean, comfortable, and adequate.

   b. Cooking staff and equipment--meet the same requirements as those at school.

   c. A registered nurse in residence and a doctor on call.

   d. Emergency hospital facilities within easy access.

   e. Sleeping accommodations uncrowded and comfortable.

3. Financial

   Careful consideration should be given here to the amount each student will be required to pay as well as the obligation that will be incurred by the Board of Education.

   Generally the cost of room and board for one individual at camp should be between $8 and $10 for three days or $16 to $20 for five days. Keep in mind that the day at either end of a camping session involves the moving of students to and from camp. The three day session offers one full day in residence while the five day session offers three full days.

V. LEADERSHIP

It should be understood by all persons involved with the leadership of the camp, no matter at what level they are functioning, that they are never "finished" with responsibility in a professional teaching program. It would be very undesirable if the staff members accepted and performed only what they perceive as <u>their</u> responsibility and nothing more. Every effort is made to offer breaks for the staff as a respite from 24 hours of pressing responsiblity. As an assist in planning and development of the camp program some specific duties of each leadership category are identified here.

A. <u>Camp Director</u>. The camp director is one of the Outdoor Education staff members who is either requested by the participating teachers or appointed by the Outdoor Education coordinator to serve in this capacity.

The Camp Director will:

1. Serve as liaison between the school and the camp owners before and during the camp session.

2. Make all arrangements for the use of the camp facility by the school.

3. Coordinate the scheduling of locations and/or activities among all schools attending the camp at any one time to avoid conflicting use of any one area.

4. Remain in residence on a full time basis (24 hours per day) while the school camp under his direction is in attendance.

5. Serve as advisor and consultant to teachers during the planning stages of the camp instructional program when requested to do so by the teachers.

6. Assist teachers in arranging for special programs or resource people.

7. With the assistance of the teachers, secure additional, non-professional assistance where needed for the camp program (i.e., student assistants, cabin supervisors).

8. Supervise the non-professional help.

V. LEADERSHIP (Continued)

9. Arrange for transport of students and equipment between the camp site and the school.

10. Acknowledge the availability of:
    a. doctor to be on call during the camp session,
    b. hospital emergency services,
    c. emergency ambulance service.

B. Instructors. The planning and conducting of the instructional program will be the responsibility of the teachers whose students are attending the camp.

The teachers will:

1. Involve students in planning.

2. Seek assistance from the Camp Director when necessary to facilitate planning of an academic program that can be adequately accomplished at the chosen camp site (e.g., relate school curriculum to specific activities that can be conducted at specific locations in the camp).

3. Either
    a. specialize in planning and conducting program in one or a few subject areas or
    b. plan and conduct the entire academic program for a specified group of students.

4. Prepare students for outdoor learning activities before attending the camp session. Students should know procedures and how to operate the equipment that is to be used at camp before going to camp. (e.g., compass, soil test kit, soil sampler, transit, rock hammer, safety goggles, microscope, etc.) This can easily be accomplished by using the local school grounds and land laboratories.

5. Arrange for resource specialists to visit the class to prepare the students and the teachers for subject areas in which the teacher may not be adequately prepared.

6. Remain in residence at the camp for the duration of the camping session. This is necessary in order that the teacher can be a real part of the camp social structure.

V. LEADERSHIP (Continued)

There should be no more than about 15 students to every professional teacher at the camp. By providing one assistant for each professional teacher the student/instructional staff ratio would be lowered to a respectable 8 : 1. This does not include the camp director or special resource persons who are not considered full time instructional staff.

C. Assistants. Assistants are identified as persons who will assist the teachers in the academic program and also support the administration of the entire camp program.

Assistants may (as requested by the teachers):

1. Serve as cabin or dormitory counselors by living with the students and supervising their activities in the sleeping area.

2. Be assigned to one teacher to serve as assistant instructor or teacher aid during a specific instructional session.

3. Be high school students, college students, or parents who do not have children in residence and who would be qualified to offer the assistance required.

4. Be directly responsible to the camp director.

D. Students. Students should be involved in leadership roles with the planning and operational activities at every possible opportunity. Although this may be contrary to the way many teachers have been taught to teach, it does get the students involved in actual situations where problem solving techniques are necessarily developed. It also makes the students more a part of the total experience resulting in greater interest and cooperative spirit among the campers.

For those concerned about the discipline problems that occur in the formal classroom setting, one of the most often heard comments regarding a resident experience is, "Johnny really surprised me, he was one of the hardest workers we had at camp; he gave us no trouble at all and he actually took charge of a major responsibility."

VI. FINANCIAL PROCEDURES

A. Financial Responsibility

1. Student Campers. The students will be required to pay their own room, board, and medical insurance fee. Generally an individual fee of $16 - $20 for a five day session is reasonable. Any student who is financially unable to pay these fees should not be denied the opportunity to attend camp on that basis alone. Special arrangements may be made through the Superintendent's office. Local service organizations may offer "scholarships" to help support those unable to accept the financial responsibility.

2. Assistants. The financial responsibility here would depend on who the assistant is and how much they are contributing to or getting from the opportunity. If the assistant is a high school student or college student who is gaining credit for his activities at the camp then he will pay either all or a part of his room, board, and medical insurance fee. However, if the assistant is not gaining credits but is actually donating time and energy to the camp program then in this case, all fees will be paid by the school board. Identification of who pays how much will be a matter that will remain negotiable with the local superintendents of schools.

3. Teachers Under Contract. Room and board expenses will be paid by the Board of Education for all teachers on the regular school staff and/or those hired especially for the camping session. Transportation between the school and the camp site will be via the same buses that transport the students. Teachers who drive their own cars will be reimbursed for travel expenses only with prior approval from the Superintendent

B. Processing of Student Camp Fees

All incoming camp fees will be collected at the school (generally by the school secretary) where an accurate record will be kept as to who has paid. (Note: It may become necessary to refund a camper's fee should he be unable to attend due to illness, etc.) The fees collected are then turned over to the Clerk of the Board of Education by the school secretary. The clerk will be receiving a bill from the camp after the resident outdoor education session has been completed and the exact number of persons in attendance has been determined.

The clerk will pay the camp owners for the use of the facility and for the medical insurance.

A statement showing the breakdown of fees will be attached to the money that is turned over to the clerk by the school secretary.

Example:

Let us assume that the fee is $0.25 for each student and there are 92 students who have paid their camp fee.

($6.00 is for food, $2.00 is for lodging, and $ .25 is for medical insurance)

The following itemization would accompany the money being turned over to the clerk of the Board.

92 students		$6.00	food	=	$ 552.00
		2.00	lodging	=	184.00
		.25	insurance	=	23.00
92 students	X	$8.25		=	$ 759.00

Students paying their fees by check should make the check payable to the school or the local Board of Education. NEVER TO THE INDIVIDUAL TEACHER.

VII. INFORMING THE COMMUNITY

In the early years of the outdoor education program there is a need to inform the public about what can be accomplished through school camping. Parents should be presented with the opportunity to learn about the camping facility and program. Such items as cost, clothing, equipment and advance student preparation are things that parents would appreciate hearing about at an early date. This information can be supplied through various techniques. The best found so far is a general meeting where all campers' parents and other interested parties are invited to attend. The teachers and other camp staff can present an over-view of the program, show pictures of the camp

facility, and answer questions the parents may have. This meeting should be held before the students become greatly involved in planning activities. Another method, either separate from or in addition to the above, is to send the newsletter type of information sheets home to the parents. This can be done on a regular basis with the students writing the articles, printing the newsletters and taking care of the distribution. The teachers need only act as editors and advisors in this language arts related class project.

Local Newspapers are very interested in printing articles about student activities. A camping program offers an excellent opportunity for picture taking and short single topic news releases.

The interest and enthusiasm for the camping program that results from keeping the community informed, especially the parents of the camping students, is extremely helpful to the teachers when planning and conducting the experience. There are many parents who will offer their services to the program. Well informed civic organizations also will offer their moral and financial support to a good resident outdoor education program.

Students who have been school camping in previous years can be a good source on camping for public relations.

VIII. SCHEDULING

A. Camping Sessions

Each school will schedule a specific time for the students from that school to attend camp. There may be students from more than one school attending the same camp at the same time. This does not necessitate all schools conducting identical programs. The teachers from each school will work with their own students only. However, they may also decide to combine their efforts and talents with those of teachers from

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B. Daily Activities

The daily schedule will be established by the camp director. He will set the time for meals, bed time, and time for rising. This will be referred to as the "skeleton schedule." (A sample of such a "Skeleton Schedule" is shown in the Appendix.)

Suggestions for the grouping of students and the arrangement of exchanging groups from one activity to another during the day are offered in the Appendix. Sample grouping schedules are shown to assist the staff in arriving at their own technique for this procedure.

Scheduling of the use of specific facilities at specific times by any one group will be through the camp director and will be done on a first come first serve basis. Some specific facilities are adapted to cooperative use by more than one group at the same time. This will be arranged only with the cooperative approval of the teachers involved.

One activity shown in the sample "skeleton schedule" as Teacher Time is optional but highly recommended by the Outdoor Education staff. That is a session where the classroom teacher meets with all her regular students at the end of each day to discuss as a class what they have

done in separate small groups during the day. It can be called "evaluation", "pulling together", "summation", "sharing", or any other name that the teacher and students want to attach. The primary purpose of this activity is to give the teacher and students the opportunity to develop a common understanding of the events of the day and to permit the teacher to determine just how each student is responding to the outdoor learning experience. Many other things can be done during the time, such as clarification of misinterpreted information, settling of small problems of various types, a general free discussion among teachers and students on important issues, making plans for future activities, etc.

IX. PRE CAMP ACTIVITIES

Student-teacher program planning is one of the most significant contributions of outdoor living to education. Perhaps no single aspect of the program has made such an impression on pupils as the opportunity to plan their own learning activities for camp. This should be constantly kept in mind lest there be temptation on the part of the principal or the teachers to dictate a rigid schedule, and rob the program of one of its greatest values.

A. Teachers

1. Use local school land laboratories with students to

   (a) develop techniques of observation,
   (b) become familiar with special equipment used in outdoor study, specific to your projected needs,
   (c) develop the feeling among students that learning activities can occur in the outdoor setting as well as in the classroom,
   (d) get students familiar with working in study groups independent of the rest of the class yet aware of the interdependancy that exists among the groups within the one class.

2. Organize student committees and delegate responsibilities for certain phases of the camping program planning to the students. The students may be given the opportunity to plan on their own, then consult with the teacher-advisor for final approval of their committee plans.

3. Gather information about the camp site (e.g., printed instructional materials, pictures, maps, publicity materials, history of development, etc.). This is best initiated by at least one personal visit to the camp by the teacher prior to program planning. Many of these educational materials can be requested through the outdoor education office. The outdoor education staff will make the necessary contacts and arrange for the materials to be delivered to the teacher.

4. Invite resource specialists to the classroom for talks and discussions on topics related to your camp program.

B. Students

1. Save money in special savings accounts for paying of the camping fee when it becomes due.

   NOTE: These savings can also be used in establishing a checking account for purchasing items from a store at camp. No cash should be taken to camp.

   A "Banking Committee" of students can meet with a local banker and find out how to set up savings and checking accounts for the students. They report their findings to the rest of the class.

2. Take part in committee work where the need for committees exists.

3. Gather together reference materials and equipment that will be used at camp. Some equipment may be made by the students as an additional learning experience.

4. Identify and become familiar with camp routines associated with:

   (a) dining hall
   (b) washrooms
   (c) cabins
   (d) personal
   (e) communications (bulletin boards, bells, etc.)
   (f) care of over-all facility
   (g) program schedule
   (h) first aid

5. Study maps and photographs of the camp for basic orientation to the site.

STUDENT COMMITTEES AS A PART OF PRE CAMP ACTIVITY

Students can become directly involved in planning the activities of the camping program through participation on a planning committee.

Students may volunteer to serve on specific committees or the teacher may choose to assign students to the committees. A chairman and secretary is selected for each committee. A teacher is identified as the committee advisor. Each committee will be identified by name (e.g., Personal Clothing and Equipment Committee) and have specific duties identified.

In the case of more than one class being involved in planning camp activities, one committee can be composed of students from the different classes. Committee chairmen could compose an executive committee that would meet periodically to coordinate the activities of all the committees.

Some possible student committees with related responsibilities are shown below as examples. See "Blank Committee" form in Appendix.

A. Personal Clothing and Equipment

1. Determine the real needs of each camper while at camp.
2. Consider space available for hauling equipment to camp and storage space at the camp.
3. Make a list of these needs, publish the list and give a copy to every camper.
4. Publish the list in the school newsletter.
5. Send the list to the parents of the camper.

B. Evening Programs

1. Make specific plans for evening programs.
2. Be in charge of these programs at the camp.

C. Transportation

1. Determine the amount of space available for hauling all personal equipment to and from camp.

2. Arrange seating charts for the buses.

3. Load and unload the equipment trucks.

D. Snacks

1. Plan the kind of food to be served for snacks.

2. Determine quantities.

3. Arrange for these snacks to be available (i.e., bake cookies, etc. ahead of time; store in cans to take to camp with you).

4. Serve the snacks at camp.

E. Rules and Regulations

1. Draft a list of rules and regulations to govern the conduct and activities of the persons attending camp.

2. Make sure all students are familiar with these before they go to camp.

F. Clean-Up and Inspection

1. Determine the duties necessary for maintaining healthful living conditions.

2. Make up duty rosters for cleaning sleeping areas, wash rooms, etc.

3. Conduct regular inspections at camp to make sure the standards are being maintained.

G. Equipment for Classes

1. Consult with all teachers to see what equipment will be needed for learning activity at camp.

2. Make lists of this equipment including the quantities for each item.

3. Locate the equipment and make arrangements for it to be available for the camp.

4. Arrange for and conduct demonstration sessions on the proper use of the equipment with the rest of the class.

X. POSSIBLE CAMP ACTIVITIES

The following lists are by no means complete. They merely offer suggestions as to the kinds of things that can be done at any camp. From these lists the teachers and students can plan specific activities or perhaps one of those listed will stimulate thought of a totally different activity that is not listed. One of the prime activities that will prove most stimulating and productive will be use of the imagination.

Language Arts

Meal Time Conversation
Campfire Skits
Write Letters Home
Story Telling
Reading Skills in using Reference Materials
Creative Writing

Science, Nature Study

Bird Hikes
Demonstrate Conservation Laws and Principles
Star Study
Identification of Plants and Animals, Rocks, etc.
Outdoor Cooking
Regular Weather Predicting
Ecology Plot Studies

Arts

Singing at Meal Time and at Camp Fires
Use Native Materials in Construction
Decorate Tables, etc.
Sketch or Paint a Scene
Discover Colors in Native Materials
Write a Camp Song

Social Studies

Experience of Living in a Group
Learning Self Reliance
Become Better Acquainted
Good Table Manners and Social Graces
Care of Camp Property
Appreciation of Interrelationship of all Living Things
Planning Together Involving the Democratic Process

Health, Physical Education

Regular Practices of Good Health Habits
First Aid
Folk and Square Dancing
Hiking
Fishing
Regular Group Exercise (Obstacle Course)

Mathematics

Use the Compass
Learn Directions
Record and Graph Weather Readings
Estimate and Measure Distances
Make a Map of Specific Areas
Determine Differences in Elevation
Locate Variations in Tree Heights Around the Camp
Determine Relative Numbers of Species of Plants and/or Animals in a Given Area
Contour Mapping
Locate Geometric Shapes in the Natural Environment
Survey Boundary Lines

XI. POST CAMP FOLLOW-UP ACTIVITIES

An integral part of any educational experience in the out-of-doors and specifically a resident program is the follow-up activity. Throughout the the time at the campsite, there will be limited time for a thorough analysis of data gathered, discussion of certain observations, permanent mounting of specimens and collections, etc. A well-planned follow-up period will also provide the teaching staff with insights into the amount and depth of understandings held by the student participants.

In terms of planning, the faculty must devote as much thought to the follow-up activities as they do to the program at the campsite. It must be determined what activities will best be conducted in the environment of the formal classroom and precisely how such activities will be treated.

Due to the differences in objectives which exist among classes participating in a resident program and the activities in which each will be engaged, it is difficult to make suggestions for activities to suit the needs of all programs.

Follow-up activities for three camp study units are offered here as examples. Note that the follow-up activities identify the need for certain data collecting activities during camp.

Microclimates:

1. Prepare charts showing amount of vegetation in each of the locations observed.
2. Prepare graphs illustrating differences in temperatures according to locations.
3. Chart out differences in soil texture, color, PH level, and depth of topsoil.
4. List types of vegetation found in each location, also included might be any evidences of human beings.

With the materials thus organized, the discussions (back at the classroom) aimed at analysis of conditions and explanations for the "why" of each situation will enable the class to draw conclusions and develop concepts about the differences in habitats and plant succession.

Art:

1. An art display, on class bulletin board or in a showcase illustrating a sketching session aimed at showing the different shades of a forest scene using the charcoal pencil.

2. A display of a picture completed by using colors found occurring in the woods. A great amount of activity by the students before and during camp will be involved in identifying the sources of available colors. The follow-up activity will provide an excellent opportunity for others to view the creativity of individual campers.

Map Making:

Maps encompass a wide spectrum of activities. The example we will use is for beginners developing a map showing transfer from a specified plot to a scaled size on paper. Included are to be locations of trees, objects, paths, or any other object within the plot. Upon the return to the classroom, some time might be spent reviewing the map, making certain that objects are in their proper location on the map and solving problems involving the use of the map. However foolish this might sound, a student who has had little experience with maps oftentimes has difficulty orienting himself in other situations.

The limitations of time, student ability, and school regulations will largely determine the amount and intensity of follow-up that the teacher will undertake back in the classroom.

Following are some suggested activities that could be of evaluative significance to the teacher and students.

Write thank you letters to resource people and camp staff

Write poems and stories about camp experiences or nature themes

Prepare articles for local newspaper

Prepare a newsletter for distribution within the school or to parents

Present a program to the P.T.A. et al

Demonstrate activities that occurred at camp. Conduct a question and answer session between students and parents

Develop discussions on the different aspects of camp

Present a program for the students going to camp next year

Write and tape a radio program of the camp experiences

Write and produce skits portraying camp experiences

Analyze specimens brought back to school

Construct conservation and nature exhibits

Undertake conservation and land lab development projects

Tabulate and evaluate data collected at camp

Balance checking accounts and make refunds

Evaluate the trip in terms of activities that should be included or omitted in making recommendations to next years campers

Student evaluation of accommodations, food, terrain, and other features.

SOURCES OF ACADEMIC ACTIVITIES THAT CAN BE CONDUCTED AT CAMP

The following books offer a great variety of activities that will assist the teacher in planning for outdoor class work. Most of these books are available for loan from the Outdoor Education office. Those books on the list marked with an asterisk are in the professional library of each school.

Hillcourt, Wm., Field Book of Nature Activities and Conservation, Putnam & Sons, New York 1961

Field Book for Boys & Men, Boy Scouts of America, New Brunswick, N.J. 1967

Brown, Robert, Techniques for Teaching Conservation Education, Burgess Publishing Co., Minneapolis, Minnesota, 1966

Nickelsburg, Janet, Field Trips: Ecology for Youth Leaders Burgess Publishing Co., Minneapolis, Minnesota, 1966

Hammerman, Donald, Teaching in the Outdoors Burgess Publishing Co., Minneapolis, Minnesota, 1967

*Roller, Elizabeth, Outdoor Education Manual Metropolitan Nashville-Davidson County Schools, Nashville, Tenn. 1967

*Dambach, Charles, A Guide to Teaching Conservation in Ohio Elementary Schools Ohio Forestry Association, Inc., Columbus, Ohio, 1961

Owendoff, Robert, Better Ways of Pathfinding Stackpole Company, Harrisburg, Pennsylvania, 1964

*Hug, John, Curriculum Enrichment Outdoors Harper Row Publishing

Davis, Louise, We Explore in God's World Christian Education Press, Philadelphia, 1962

Brown, Vinson, The Amateur Naturalist Handbook

Candy, Robert, Nature Notebook Houghton Mifflin, Boston, 1953

Carlson, Reynold, Conservation for Camp Counselors American Camping Association, 1967

SEQUENCE OF PLANNING

This checklist is arranged in order of sequencial occurrance of specific activities that are performed when initiating planning and conducting a resident outdoor experience.

You may pace your planning by putting dates in the blanks to the left indicating when you would plan to have a specific activity completed.

_____ 1. Genuine interest of the teachers

_____ 2. Identify students who will participate

_____ 3. Identify major reasons for having a resident experience (relate to curriculum)

_____ 4. Pick prospective camp sites from the preliminary surveys of facilities that have been compiled by the Outdoor Education staff

_____ 5. Visit the sites and make a final selection

_____ 6. Collect information on the camp facilities, features, finances, dates

_____ 7. Submit an "Application for Resident Outdoor Education" to the Superintendent for approval

_____ 8. Present preliminary information to parents of participating students via meeting or letter

_____ 9. Collect parental permission slips from all students

_____ 10. Contract the camp-insurance-doctor-transportation (Outdoor Education staff)

_____ 11. All staff members for proposed resident experience should have visited campsite and be familiar with the physical features of the camp

_____ 12. Each staff member should be identified with a specific responsibility in program planning

_____ 13. Make known to all teachers involved the content of specific teaching units to be taught at camp (that all students may be equally prepared*)

_____ 14. Devise and select skeleton materials to serve as guides during planning as well as materials for student manual

Daily schedules, study groups, seating charts, bunk assignments, duty rosters, planning committees, lists

_____ 15. Begin in-service education sessions where need exists

*NOTE: Although proper rain gear will permit most activities to go on as planned, alternate activities should be considered in the event of severe weather.

_____ 16. Begin planning involving students: activities, rules menus, programs, leaders

_____ 17. Identify equipment and materials required: locate source, arrange for availability

_____ 18. Make arrangements for specific resource persons (O.E. staff as recommended by the teachers)

_____ 19. Collect fees for camp (two or three weeks prior to the scheduled camp session)

_____ 20. All skeleton materials should be completed by this time (bunk assignments, seating charts, etc.)

_____ 21. Student Campers Manual completed

_____ 22. Dry run of entire program on the proposed site by all camp staff

_____ 23. Collect student health information sheets approximately one week prior to camp

_____ 24. Final adjustments and preparations

_____ 25. Conduct the resident experience

_____ 26. Follow-up back at school

_____ 27. Conduct parent questionnaire and evaluation

_____ 28. Summarize and evaluate resident experience. Make recommendations for next year's program

CAMPER MANUAL

Prepare a students' manual for use at camp. Schedules, rosters, work-sheets unit introduction sheets. maps, special materials (i.e., Metropolitan Parks bulletins). The students should have this manual in advance of going to camp to become familiar with its contents and its use. A student committee can be very active in helping put such a manual together.

A suggested format for the Camper's Manual appears below.

Title Page

Letter to camper and/or parent

About the camp

Map of the camp and location

Major fields in the camp program

Staff and responsibilities

Daily Schedule - Outline followed by specific daily assignments of activity groups

Menus

Equipment for camper to bring

Rules (tips to campers) - Outdoors Etiquette

Planning committees

Bus seating chart

Duty rosters - K.P., Truck, cleanup, table hoppers

Cabin assignments

Table seating chart

Study groups (students assigned)

Names, addresses, phone numbers of campers

Awards

Reading materials and specific work sheets for each study area

Song sheets

Charts, diagrams, etc.

GENEVA HILLS REMINDER TO PARENTS

1. A sack lunch is needed for Monday, May 6, 1968. Do not include a drink. Drinks are available at Geneva Hills.

2. Absolutely no candy, gum, food materials of any kind should be packed or sent.

3. Absolutely no money should be taken to Geneva Hills. A checking system will be set up. Your child deposits no more than $2.00 to be spent on supplies at our Geneva Hills store. Items for purchase are: stamps, post cards, kleenex, pencils, etc. Checks are used instead of money. Refunds will be made May 14, 1968.

4. Your child should pack so that he has 2 things to carry--a suitcase and a bed roll. These two, plus a sack lunch will be enough to carry. Things will not be lost if they are together and labeled.

5. A bed roll (sheets and blankets) is preferred to a sleeping bag for these reasons:

    a. A sleeping bag is often too warm.
    b. A bed roll gives a child an opportunity to make a bed.
    c. A bed roll can be tucked under the mattress and help prevent a child from rolling off a bed.

    However, if you have planned on sending a sleeping bag, follow your plans.

6. Do not send good clothing or new shoes. Girls especially, should not bring those cute outfits which they are afraid to soil. Comfortable clothes and shoes will help keep our minds on our purposes for being there.

7. Your child must be prepared for rain, because only a downpour will keep us indoors. BOOTS will be needed.

8. If your child plans to fish, please do not send that fancy fishing rod. Send line, hooks, sinkers, and bobs. Let them tie this to a branch or pole at Geneva Hills and fish "Huck Finn" style.

9. If your child brings a camera be sure to include film since film will not be available at Geneva Hills.

10. To avoid loss, clothing, books and equipment, everything should be labeled.

ABOUT THE CAMP

Camp Ohio is a state 4-H camp located approximately 12 miles north of Newark, Ohio. The surrounding area with rolling hills and fertile soils is predominantly agricultural. The more than 200 acres are extensively developed and managed for educational purposes by conservation agencies of the Federal and State government. Large natural areas have been preserved for close study by the students.

The large buildings of the central campus offer many opportunities for comfortable, well organized group activities. Students sleep bunk style in the cabins that are conveniently arranged around the perimeter of the central campus.

Meals are prepared by professional cooks and served in the new, heated and well lighted dining hall. As many as 260 people can be served at one time. The serving is done family style with 10 people to a table. The students take turns serving as waiters and hosts during the meals.

The adult staff at the camp is composed of the students' own classroom teachers, professional resource people, a registered nurse and a camp director.

Two hospitals in Mt. Vernon are readily available and a doctor is on call 24 hours each day. The registered nurse is in residence at the camp. In case of sickness or accident, parents will be notified immediately.

The estimated cost for a five day session is $16.50 for each student which includes room, board, and camp medical insurance.

- - - - Tear off here -

I give my permission for _____
Name of Student

_____, _____
Street City

_____, to go to Camp Ohio, St. Louisville, Ohio, from
Telephone

_____ to _____. I understand the purposes
Departing Date Return Date

of this week of outdoor education, and I shall assume the same responsibility I would if my child were in school.

_____ _____
Date Parent's Signature

SKELETON SCHEDULE

7:15			-	Reville
8:00			-	Breakfast
8:30	--	11:30	-	Activity (3 hours)
12:00			-	Lunch
1:00	-	4:00	-	Activity (3 hours)
4:00			-	Teacher Time
5:30			-	Supper
7:00	-	8:30	-	Activity (1-1/2 hours)
9:30			-	Taps

THREE DAY SCHEDULE

Mon. or Wed.	Tue. or Thurs.	Wed. or Fri.
x x x x x x x	Breakfast	Breakfast
Travel to Camp	Activity # 2	Activity # 4
Lunch (Sack)	Lunch	Lunch
Activity # 1	Activity # 3	Travel back to School
Teacher Time	Teacher Time	x x x x x x x x
Supper	Supper	
Evening Program	Evening Program	

Three classes; 12 groups with approximately 8 students each.

Each activity period is 3 hours in length. 4 primary activities conducted during each period.

Three groups present at each activity during each period.

Rotate the groups among the activities.

FIVE DAY SCHEDULE

Mon.	Tues.	Wed.	Thurs.	Fri.
x x x x	Breakfast	Breakfast	Breakfast	Breakfast
Travel	Period # 2	Period # 4	Period # 6	Period # 8
Lunch (Sack)	Lunch	Lunch	Lunch	Lunch
Period # 1	Period # 3	Period # 5	Period # 7	Travel
Teacher Time	Teacher Time	Teacher Time	Teacher Time	x x x x
Supper	Supper	Supper	Supper	
Eve. Program	Eve. Program	Eve. Program	Eve. Program	

ACTIVITIES SCHEDULE - GENEVA HILLS

(Southwestern Schools - May 1968)

Time	May 6 Monday	May 7 Tuesday	May 8 Wednesday
7:30		Sunrise-Birdwalk Wake Up	Wake UP
8:30		Breakfast	Breakfast
9:00	Depart	Activity Period	Activity Period
	10:30 Arrive Unpack	Hug: Pond T.#1 Holan: Plants T.#2	Hug: Indirect Meas. Mills: Indirect Meas. Fuller: Compass Temp. Kasler: Compass Area
	11:30 Eat Sack		
11:45	Lunch	Clean-up for Lunch	Clean-up for Lunch
	Store - Weather		
12:00		Lunch	Lunch
		Store - Weather	Store - Weather
1:00	Orientation Hike Hug Holan Duff	Quiet Activity	Activity Period Holan: Compass Pacing Mills: Compass Pacing
	Letter Writing		
2:00	Activity Period Hug: Ecology M.#1 Holan: Ecology M.#2	Activity Period Hug: Plants T.#1 Holan: POnd T.#2	Fuller: Indirect Meas. Kasler: Mapping Pacing
			3-4 Choice of 2 Activities
4:00	Choice of 3 Activities	Choice of 2 Activities	Quiet Activity
5:00	Clean-up for Dinner	Clean-up for Dinner	Clean-up for Dinner
5:30	Dinner	Dinner	Dinner
6:30	Evaluation of Day	Evaluation of Day	Evaluation of Day
7:30	Evening Program Campfire Popcorn Sing	Evening Program Square Dance and Games Snack	Evening Program Crafts
8:30	Clean-up	Clean-up	Clean-up
9:00	Lights out	Lights out	Lights out

ACTIVITIES SCHEDULE (cont'd) - GENEVA HILLS

Time	May 9 Thursday	May 10 Friday	
7:30 8;00 8:30 9:00	Wake Up Breakfast Clean-up Activity Period Hug Holan Insects Geology Erickson Wildlife 10:00 Preparation for Cookout	Wake Up Breakfast Activity Period Final Evaluation Hug Holan Geography Land Classes Timber Cruising 10:15 - Clean-up Pack 11:30 - Lunch	
12:00 2:00 4:00	Lunch - Cook-out Store - Weather Activity Period Hug Erickson Geology Wildlife Holan Insects 3-4 Choice of 3 Activities Quiet Activity	12:30 - Depart 2:15 - Arrive at School	
5:00 5:30 6:30 7:30 8:30 9:00	Clean-up for Dinner Dinner Evaluation of Day Evening Program Tree Planting Campfire Songs, Skit, Snacks Clean-up Lights Out		

CHECKING ACCOUNT

Your Name *James Drennen*

Deposit $ 2.00

Check No.	Date	Paid to	Amount	Balance

(To be folded lengthwise to act as cover for checks)

No. 1

19

Pay to _____ $ _____

(5 numbered checks to be stapled into the check book cover above)

HEALTH INFORMATION SHEET

This information will be of great value in providing the best possible conditions for your child.

Name of Child _____ Age _____

Street _____ City _____

Name of Parent _____ Phone _____

Parent's Address (if different) _____

Business Address _____ Business Phone _____

Family Doctor _____ Doctor's Phone _____

General information necessary for your child's protection and care:

1. Any known allergy ? (Food, Drug? Insect? etc.) What? _____

   _____

2. What medication, if any, is your child taking? _____

   _____

3. Has your child been exposed to any communicable disease within the past ten days?

   _____

4. Do you know of any health factor that makes it advisable for your child to follow a program of limited -physical activity? _____
   (If yes, please give details on the back of sheet)

5. In order to protect your child from possible embarrassment, this information is needed:
   a. Does he (or she) wet the bed at night? _____
   b. Does he (or she) walk in his (her) sleep? _____
   c. Do you know of any other factors which may affect the care of your child? _____

6. Date of last tetanus shot, if known? _____

7. State any nervous habits _____
   _____

8. Particular fears, if any _____
   _____

9. It is necessary that the school and camp authorities know your child's physical condition. If you have any doubt that your child is in good health, have him (her) checked by the family doctor and forward the report to school.

10. Medical services for emergencies will be provided by Dr. _____, and/or the emergency room of _____ hospital. Parents will be notified of any major accident or illness.

APPLICATION FOR RESIDENT OUTDOOR EDUCATION

1. Submitted for approval to: _____
   Superintendent

The teachers from the school listed below request approval to conduct a resident outdoor education experience as indicated in the application.

2. School Applying: _____

   _____

3. List teachers who will be accompanying the students.

Teachers for whom NO SUBS are required

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Teachers for whom SUBS WILL BE needed

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

4. Camp Director will be: _____

5. Grade Level of Students: _____

6. Total Number Boys: _____ Girls: _____

7. Duration of proposed camping session:

   Leave School _____ (Time) _____ (Date)

   Return to School _____ (Time) _____ (Date)

FACILITY AND STAFF

8. Name of Camp: _____

9. Camp Address: _____

_____

10. Camp Representative: _____

Address: _____

_____

11. Style of Sleeping Facilities: _____
dorms, cabins, etc.

12. Cooks supplied by: _____

13. Maintenance Staff supplied by: _____

14. Instructional Staff supplied by: _____

15. Administrative Staff supplied by: _____

16. Nearest hospital with emergency facilities: _____

Address: _____

Phone: _____

17. Doctor who will be on call: _____

Address: _____

Phone: _____

18. Registered Nurse at camp will be: _____

TRANSPORTATION

19. Buses Required: _____

Pick up students at: _____ _____ _____
Place Time Date

Destination: _____

Pick up students at: _____ _____ _____
Place Time Date

Destination: _____

20. Trucks Required: _____

Pick up: _____ (Place) _____ (Time) _____ (Date)

Destination: _____

Pick up: _____ (Place) _____ (Time) _____ (Date)

Destination: _____

FINANCES

21. Individual Student Camper

_____ (No.) Breakfasts @ $ _____ (Cost) = $ _____

_____ (No.) Lunches @ $ _____ (Cost) = $ _____

_____ (No.) Suppers @ $ _____ (Cost) = $ _____

_____ (No.) Overnight Sleeping @ $ _____ (Cost) = $ _____

Medical Insurance Cost = $ _____

TOTAL COST TO INDIVIDUAL = $ _____

22. Individual Student Assistant

_____ (No.) Breakfasts @ $ _____ (Cost) = $ _____

_____ (No.) Lunches @ $ _____ (Cost) = $ _____

_____ (No.) Suppers @ $ _____ (Cost) = $ _____

_____ Overnight Sleeping @ $ _____ = $ _____

Medical Insurance Cost = $ _____

TOTAL COST TO INDIVIDUAL = $ _____

23. Individual Contracted Staff Member

_____ Breakfasts @ $ _____ = $ _____
No. Cost

_____ Lunches @ $ _____ = $ _____
No. Cost

_____ Suppers @ $ _____ = $ _____
No. Cost

_____ Overnight @ $ _____ = $ _____
No. Sleeping Cost

Medical Insurance Cost = $ _____

TOTAL COST TO INDIVIDUAL = $ _____

24. Estimated Cost to Board of Education

_____ Staff @ $ _____ = $ _____
No. Members Cost

_____ Substitute @ $ _____ = $ _____
No. days Cost

Specify other costs $ _____ = $ _____

25. Primary emphasis or theme for the resident experience: _____

_____

_____

_____

Major Objectives: _____

_____

_____

_____

_____

ENDORSEMENTS:

_____
Principal

_____
Outdoor Education Coordinator

_____
Supervisor

APPROVAL:

_____
Superintendent

_____ COMMITTEE

_____ Advisor

1. _____ Chairman
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Some things this committee will do:

_____

_____

_____

_____

_____

_____

ACTIVITY GROUPS

Classes should be divided into trail groups of approximately 8 pupils each. Each group should have a name, a leader, and a secretary. Each member of the group should have a name tag.

Name of Group _____

1. Leader _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Name of Group _____

1. Leader _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

. . . . . .

Name of Group _____

1. Leader _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Name of Group _____

1. Leader _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

CABIN & BUNK ASSIGNMENT

(Camp Ohio)

Cabin _____

1. _____ 8. _____
2. _____ 9. _____
3. _____ 10. _____
4. _____ 11. _____
5. _____ 12. _____
6. _____ 13. _____
7. _____ 14. _____

Cabin _____

1. _____ 8. _____
2. _____ 9. _____
3. _____ 10. _____
4. _____ 11. _____
5. _____ 12. _____
6. _____ 13. _____
7. _____ 14. _____

Cabin _____

1. _____ 8. _____
2. _____ 9. _____
3. _____ 10. _____
4. _____ 11. _____
5. _____ 12. _____
6. _____ 13. _____
7. _____ 14. _____

BUNK ASSIGNMENT: PIONEER AREA
(Geneva Hills)

Name of Unit _____

1.

2.

3.

4.

5.

6.

Name of Unit _____

1.

2.

3.

4.

5.

6.

Name of Unit _____

1.

2.

3.

4.

5.

6.

Name of Unit _____

1.

2.

3.

4.

5.

6.

Name of Unit _____

1.

2.

3.

4.

5.

6.

Name of Unit _____

1.

2.

3.

4.

5.

6.

BUNK ASSIGNMENT: MAIN LODGE
(Geneva Hills)

MAIN FLOOR DORMITORY

Northwest Wing	Northeast Wing
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.

BUNK ASSIGNMENT: MAIN LODGE
(Geneva Hills)

LOWER LEVEL DORMITORY

1	21
2	22
3	23
4	24
5	25
6	26
7	27
8	28
9	29
10	30
11	31
12	32
13	33
14	34
15	35
16	36
17	37
18	38
19	39
20	40

DINING ROOM SEATING

(Camp Ohio)

Table _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Table _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

. . . . . .

Table _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Table _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

GROUP COOKOUTS

Why have cookouts? Cookouts are fun. They offer us the satisfaction of personal accomplishment and the pleasure of sharing an experience as part of a group. Cookouts are educational. They teach us skills for enjoying the outdoors, manners for keeping the outdoors fit to enjoy and the importance of balanced diets and well prepared foods.

Planning a Cookout

1. The Menu - Here is one which requires a minimum of equipment and provides a well-balanced meal if it is properly prepared. Portions are for an adult.

3/8 lb. hamburger	1 - slice of cheese
1 - medium potato	1 - hersey bar
1 - medium onion	2 - graham crackers
1 - carrot	2 - marshallows
1 - stalk of celery	Salt, Pepper, Butter
2 - slices of bread or one bun	
beverage	fruit

2. Additional Needs - 1 sheet of heavy weight foil - 12 inches square, paring knife, paper plate and cup, paper towels, small fork and matches

Divide the Jobs

While part of your group is gathering wood and starting the fire, the others can clean the potatoes, onions, celery and carrots.

Preparing the Fire

1. Select a cookout site which is accessible and clear it of combustible materials. Make sure there is wood available, the area is free of insects, and is large enough to accommodate your group.

2. Clear the fire place. Assign some members of group to gather wood You will need all sizes from matchstick size up to 2-3 inches in diameter. Gather only dead, dry wood. Look up for dry wood.

3. Build a tepee of small twigs. Light this and gradually add larger pieces of wood. You will wait until your fire has burned down to a bed of coals before you start to cook.

Preparing Your Meal

1. Place your square of foil with the shiny side up. (The carrots and celery can be used to passify the appetite at this time.) Place your hamburger patty in the center of the foil. Now add the cheese. (Some prefer to place it between two thin patties of hamburgers.) Next, slice potato over the hamburger and add seasoning. This is your main course.

2. Grasp opposite sides of foil and fold them together. (Drugstore wrap) Now fold the ends in tightly. The object is to make a package which is air tight.

3. Place this package in coals of fire and cook for 8-10 minutes on each side. Remove from fire, open season, and enjoy your main course.

Now for Dessert

Cut a green stick (from low-value tree) and roast marshmallows. Place one-half of hersey bar on one-half graham cracker, add two toasted marshmallows, then the other half hersey bar and half graham cracker. Squeeze together and eat. This is a SMORE. (When you've had one, you want some more.)

Cleaning Up

Burn only paper. (Foil won't burn.) Place garbage, foil, left-overs and everything else you brought with you to one side. Spread coals of fire out and douse with water and/or mix with mineral soil. Don't leave fire site until fire is COLD OUT. Leave fire site looking better than when you arrived.